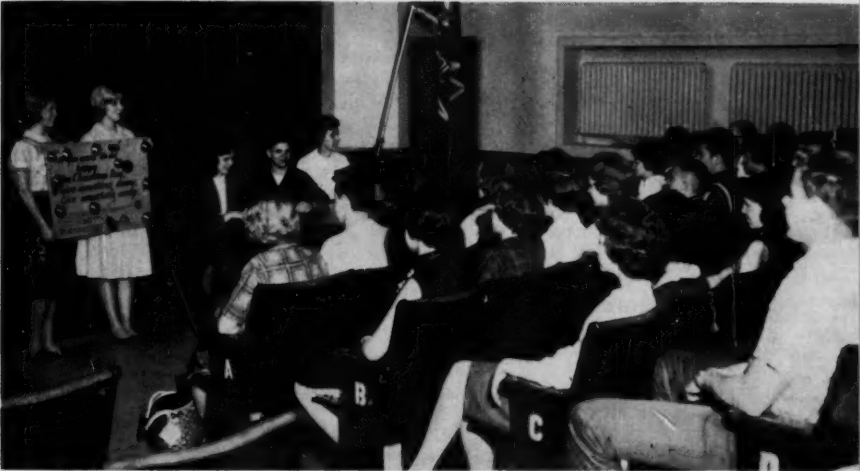
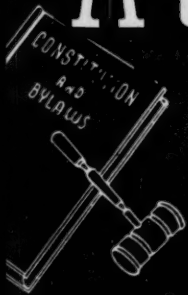


School Activities



The Student Council considering the posters to be used in its Christmas Project.



The Tin-Can-Stomp, Langley High School, Pittsburgh, Pennsylvania.



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School Activities

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Vol. XXXIII, No. 3

November, 1961

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As the Editor Sees It



A weak spot in the extracurricular program of the majority of schools is the lack of a specific plan for the proper instruction of the officers and committee chairmen of the council, classes, clubs, and other organizations and groups.

A school would never permit an unprepared athlete, musician, dramatist, or debater to "take his place" without appropriate training, and no more should it allow its groups to be officered by untrained "leaders."

A few schools have developed very attractive and helpful programs along these lines. We would like to present some of these plans to our less-informed readers. Will YOU help us? Thanks.

In a few high schools the members of the National Honor Society are selected only from the senior class. Apparently this is entirely legal, but, as a general policy, to us it is unjustifiable because it does not definitely recognize and capitalize in Society-promoted ways correlative abilities in the junior class. Certainly the student who receives his pin and "charge" as a junior is in a better position to promulgate Society ideals and activities than the one who is honored "on his way out."

A proper order of justification of the goals, organization, materials, and methods of activities is, (1) logic, (2) logic-tradition, and (3) tradition. In too many schools the order appears to be somewhat the reverse.

Colleges are screaming for more classrooms, dormitories, laboratories, and other facilities to accommodate "the flood of incoming freshmen." One thing they do not scream about, or even talk publicly about, is the number of freshmen who do not enter the sophomore class—and there are many of these. Obviously, the reason for such non-reporting is the possibility of drawing uncomplimentary attention to, (1) their weakness in selecting freshmen, (2) their failure to orient and assimilate freshmen, or (3) both.

Although some schools have a "dishonor court" for the handling of certain types of student misbehavior, very, very few have an "honor court" for the handling of cases of special merit. While the former is frowned upon by most schools, the latter would be favored by all schools.

This "court"—the student council or a special officially appointed committee or other body—meets regularly, say once or twice each semester, considers the records of students who have been recommended by students and teachers as having made substantial contributions to the school, selects a few, makes a suitable presentation in an appropriate assembly program, and inscribes the names on an official honor roll placed on the school bulletin board or in a trophy case. Obviously, too frequent selection and too many selections will decrease the value of the award.

Why not try this plan?

Although debating is one of the oldest, most attractive and interesting of educational activities, today it is found in relatively few schools. Let's resurrect it. And keep it resurrected by centering it around vital, not pedantic, questions and propositions.

Many student councils waste their efforts in attempting to promote too many events and activities. A half-dozen projects well done makes a far better record than a dozen projects done only half as well as they might have been had efforts not be so scattered.

A distinguished English scientist once stated, "We need a Ministry of Disturbance; a regulated source of annoyance; a destroyer of routine; an underminer of complacency." Apply this to extracurricular activities? Why not?

The Colorado High School Activities Association recently moved into its own new building in Aurora. This six-year-old project was financed from Association funds and by voluntary contributions of member schools. The Association, which began as the Colorado High School Athletic Conference in 1921, dates from 1943. Congratulations, Colorado!

Extracurricular activities "just grew up" through three periods of development—ignorance, toleration, and cooperation. Interscholastic activities, originally athletics almost entirely, developed in the same way.

Largely at first, "school teams" were town teams, coached, administered, and financed by outsiders, and they played under almost ruleless conditions. Naturally, the result was bad publicity for the school.

Against great opposition, school people began to take over these responsibilities, but there was chaos. So "conference" and "district" organizations began to appear. Better, but still chaotic.

Then came state associations and boards with secretaries to execute policies and handle details. The members of these boards were tough men—they had to be. The executive secretaries were tough men—they had to be.

But, thanks to these tough men, and to the local school people who supported them, interscholastic athletics became respectable. If good for athletics, why not for other activities? So the state associations gradually assumed control of and promoted literary, music, speech, dramatics, debate, and other competitive events, and a great array of student council, leadership, publications, and other similar conferences, clinics, and workshops—which wholesomely improved the entire program.

Naturally, continuing "doctoring" is necessary to maintain health in interscholastic activities. And the "doctors" are still tough and dedicated men.

He Was Fair

HIS WORST CRITICS SAID OF HIM, "He was fair; he was mean to everybody." His friends said only, "He was fair." E. A. Thomas, former Commissioner of the Kansas State High School Activities Association, wielded the big stick in high school athletics for thirty years, and was often referred to as the Czar. More than any other one man, he is responsible for cleaning up flagrant malpractices in this field.

Until his retirement in 1957, "E. A." was one of the most colorful and militant figures in educational circles. Never one to hide his light under a bushel, he was always good copy whether sitting at his desk, apparently daydreaming, or visiting a recalcitrant school executive whose boys should have been ruled ineligible for football, but who somehow managed to be on the team the night of a tough game.

E. A. Thomas began his teaching career in a one-room country school near Olivet, Kansas.

OPAL DALTON
Topeka, Kansas

Even then he proved to be a man of many talents. Always a music lover, he organized high school and community bands, barbershop quartets and community sings. He called for square dances, and not too long ago when asked jokingly if he could do the cha-cha, he replied, "I can do any kind of a dance!" He can, too! He edited the weekly newspaper at Quenemo, and later founded the *Activities Journal*, the official organ of the Kansas State High School Activities Association. For a decade he served on the Advisory Board of *School Activities*.

In 1927 he became the first executive officer of the Association, a position which he held for thirty years. He pioneered for strict rules on all forms of high school athletics, not caring on whose toes he stepped. He weeded out the twenty-one year olds and kept athletes from changing from one school to another because of pressure from civic groups. He organized music festivals, speech and drama festivals, journalism conferences, student council conferences, debate clinics, and promoted the registration of good men for officiating at football and basketball games. Under his leadership a character-building, leadership training club program for Kansas junior and senior high schools was instituted. His was the guiding hand which placed all state associa-

OUR COVER

In the upper picture co-chairmen of the Christmas Project Committee display one of their posters to the Student Council members of Langley High School, Pittsburgh, Pennsylvania.

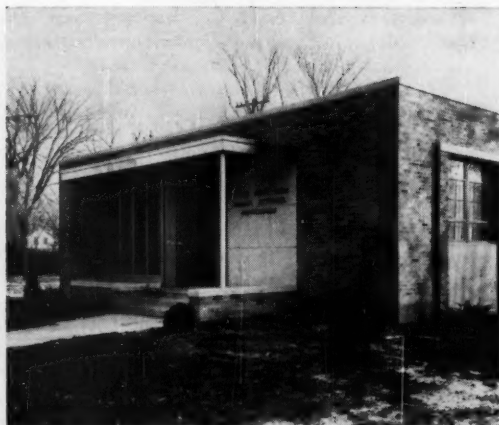
The lower picture shows a bit of the activity at the Tin-Can-Stomp sponsored by the Student Council of Langley High School, Pittsburgh, Pennsylvania. Admission was by canned goods—or money to buy them—and these were distributed to needy families. See story on page 85.



E. A. Thomas

tion employees under Social Security, when other executives in neighboring states said it couldn't be done because such organizations are classified as non-profit.

A dream envisioned for many years of some day occupying a headquarters office built and owned by the Association was realized in December of 1953. The modern brick, one-story structure has three private offices, a beautiful lobby, a room for board meetings, one large general office room with desks and equipment for five secretaries, a workroom with the most up-to-date equipment including an addressograph, mimeograph, sealer, folding machine, filing cabinets, collator and film room. The basement is completely finished with tiled floors, and includes a huge room for board of directors' meetings, a comfortable lounge, and two storage rooms. All of this came about through shrewd and careful planning by Mr. Thomas and his



Headquarters Building of the Kansas State High School Activities Association, Topeka, Kansas

capable Executive Board. Mr. Carl Kopelk, his assistant and now Executive Secretary of the Association, also had a part in this undertaking.

In 1955 the Kansas Legislature attempted to do away with the Association, charging that schools should be forbidden to pay dues to any private organization or corporation, and creating a division of the state board of education to regulate athletics and other activities. An editorial in the March 14, 1955 issue of the *Parsons Sun* says in part:

"This legislator announces his committee will consider ways and means of bringing the KSHSAA under statutory control. He may as well have made it known that the committee would tee off against an H-bomb. . . . Many others in the past have sworn they would tack the Association's hide to the gymnasium wall and display E. A.'s scalp in the trophy case. But when the dust of battle had settled, it was E. A. and his associates who were carting prostrate forms of subdued opponents off the field, their authority challenged but undimmed. . . . If they have grown too strong in their particular field, they also have kept extra curricular activities of Kansas high schools within healthy bounds. . . . The job is not for the weak. . . . Services of a strong man are required to resist all of the pressures which would make athletics a bigger part of the school program than education. . . . The Legislature has had enough troubles this session without borrowing any, but if it feels it must take on E. A. Thomas too, the whole state will be watching with intense interest."

The outcome of the battle is history. The Association is still intact and operating very much as it has always done, albeit now incorporated with representatives of the State Department of Public Instruction on the Board of Directors.

When E. A. Thomas retired Kansas lost one of its really great educators. At long last, however, some of the honors due him have been be-

stowed. He was elected to the Kansas Hall of Fame this Centennial year, and has been honored by the State Coaches and Officials Association and at numerous athletic banquets over the state for the past several years.

Deep down in the hearts of friends and foes alike is a genuine respect for the man who was never swayed by public pressure, but stood like a rock for what he believed was fair.

To many people "conservation" appears to imply only some sort of an uninteresting skinflint proposition of "saving." A glance through the year's program of about the busiest high school club we are acquainted with will show it to be anything else but.

Our Annual Conservation, Fishing and Hunting Club Report

IN ADDITION TO LISTING OFFICERS and committee members, and describing purposes, ambitions, and other material, our Annual Report included the following activities (briefed here):

1. Held bake sales to pay for yearbook pictures and page in the "Quippian."

2. Published the seventh Club Bulletin and mailed 1,500 copies.

3. Held 10 regular monthly meetings, 10 special meetings, and 20 committee meetings.

4. Our Club became a member of the Beaver County Conservation League. The Aliquippa Bucktails adopted our Club as a Junior Conservation Group—the first in Beaver County.

5. Constructed, repaired, and maintained seven feeding shelters and wildlife refuges, and fed wild game during the winter of 1960-61. Two hundred pounds of grain and corn were used through the courtesy of the Aliquippa Bucktails and the Pennsylvania Game Commission.

6. Our Conservation Committee box-trapped 34 rabbits for the Pennsylvania Game Commission.

7. Copies of the revised "Your Responsibilities as a Fisherman" (of which our Sponsor is co-author) were given to each purchaser in Beaver County of a fishing license, through the courtesy of the Treasurer's Office. (Since January, 1955, 155,000 copies of these "Responsibilities" have been distributed.)

LAWRENCE F. BLANEY
Aliquippa High School
Aliquippa, Pennsylvania

8. Held Hallowe'en and Christmas parties, and an ice skating event.

9. Held our annual picnic at Raccoon State Park on June 8, 1961.

10. The entire Executive Board were guests at the Beaver County Conservation League Banquet at New Brighton on April 22, 1961.

11. The Sponsor spoke to many PTA groups, Service Clubs, Sportsmen's Clubs, and Garden Clubs about the Club's activities, accomplishments, and ambitions.

12. At the Awards Assembly on May 19, 1961, six senior members of the Club were given outstanding merit awards (provided by community groups and organizations) for their service to the Club, the high school, and the community.

13. The Club continued subscriptions—for the high school library—to the *Pennsylvania Angler*, *The Pennsylvania Game News*, and the *Federation News*, official publications of the Pennsylvania Federation of Sportsmen's Clubs.

14. Observed our 23rd anniversary by holding our Seventh Annual Senior-Parent Banquet in the high school cafeteria on April 20, 1961. The parents of each Club member are lifetime members of the Club.

15. At our Christmas party, instead of exchanging novelties, the Club purchased gifts for the children at the Aliquippa Hospital's Children's Ward.

16. The sale of Christmas trees, provided by Mr. Mallory of Edinboro, took care of the Club's current expenses.

17. Constructed three box traps for rabbit trapping.

18. Received a citation from the Conservation Forum of New York State for our conservation education projects for 1960-61.

19. Presented lifetime Club memberships to President and Mrs. John F. Kennedy.

20. Constructed a bank deflector on Traverse Creek in Raccoon State Park.

21. Planned conservation education projects for the Youth Forest Camp at Raccoon State Park for the year 1961-62.

22. Because of the many and varied activities of the Club, and the recognition that has come through numerous magazine and newspaper articles, radio and television coverage, etc., our Sponsor has been elected to membership in 12 local, state, and national associations.

This program in its entirety was accomplished after school and on Saturdays, Sundays and holidays.

Our Club enrolls 81 seniors, 61 juniors, and 48 sophomores—a total of 190 active members.

The See and Hear Club of Cooley High School

MARIE F. DUNN
Cooley High School
Detroit, Michigan

The See and Hear Club of Cooley High School is an audio-visual organization started in 1947 by Virginia Allen and since 1948 has been under the leadership of Miss Margaret Ferguson.

The most important function of this Club is the ordering, the showing, and the returning of films. Teachers in every department of the school may order films for their classes through this Club.

There are approximately seventy members. These students are chosen in the ninth and tenth grades on the basis of teachers' recommendations and their high scholastic records. These members must be willing to give at least a period each day to the service of the school and to remain active members.

The new member is given on-the-job experience in the use of all the school's audio-visual equipment. He learns how to use the elevator and how to read the schedule of projections correctly. When he is able to go alone on the job, he carries an efficiency card which the teacher of the class marks.

The Club has six portable 16 mm. projectors, two film strip and slide machines, two tape recorders, four record players, screens in every room, and all rooms are dark rooms. The Club equipment is valued at \$25,000.

Until two years ago this Club received money from their yearly show, "Laugh Time." Since then it is financed from the sale of gold and wooden Cooley pins, 25c a month dues, dances and contributions from all the departments in the school. It costs between \$300 and \$400 a year to operate.

The club also has its social events—picnics, parties of various kinds, and an annual Christmas dinner. This semester, for example, they will have a bowling party, a millionaire's party, and their annual picnic.

The following statement from one of the members shows his evaluation of See and Hear Club membership: "I joined See and Hear Club and I have never for a second regretted this decision. By joining this Club I have met what might be called the elite of the school both scholastically and socially. I have many more friends—and good friends. I have learned how to operate a projector, slide projector, complex phonograph, tape recorder and opaque projector. I have had the experience many times of calmly and logically facing an emergency—the projector breaks down, falls down, or somehow is lost. I have learned to use tact and patience with angry teachers. Because of my See and Hear pass I have enjoyed a lot more freedom than the average student and I have learned not to abuse this privilege."

The See and Hear Club contributes valuable services to the school and at the same time provides opportunities for developing high standards of responsibility and cooperation among its individual members.

Congress adjourned without a decision on federal aid to education. Do you think the struggle for aid between the church school and the public school will be resolved? Or will it merely result in a greater emphasis on aid to students who want to go to college?

Should Youth Be Guaranteed a College Education?

THIS HAS BEEN A YEAR in which the subject for debate in the high schools of the United States has developed in a most interesting manner. The general topic for debate is **WHAT SHOULD BE THE ROLE OF THE FEDERAL GOVERNMENT IN EDUCATION?** When this subject was being selected, President-Elect Kennedy had proposed a system of aid to the public schools of the nation, and it seemed certain that by the time the debate season was in full swing that some legislation would be passed providing federal aid to our schools. Many persons who are students of the problems of American education were confident that some widespread plan for federal aid to all areas of public education would soon become the established pattern in this country. It was therefore expected that we might be debating whether federal aid to education is really wise, instead of debating over whether it should be adopted.

One of the requirements of a good debate topic is that it must develop in interest during the debate season. This question is one that has not only developed in interest as the debate season has progressed, but in addition the direction that proposals for federal aid to education have taken have been very much different from the course that had been expected a year ago. When President Kennedy was inaugurated it appeared as if it would be just a matter of time before federal aid would be made available to the public elementary and secondary schools of this country. What appeared to be just a matter of course developed into a serious struggle that has stalemated and now there does not appear to be much possibility that we will have any important system of federal aid to our elementary and secondary schools.

The first stumbling block to President Kennedy's proposal for aid to the public elementary and secondary schools came from the church supported schools of this country. Most people had taken for granted the idea that public funds could not be used to support private or church supported schools. When questioned during the

HAROLD E. GIBSON
Illinois State Normal University
Normal, Illinois

presidential campaign, Mr. Kennedy had stated very strongly that he would not favor giving public funds to church supported schools, pointing out that such action is prohibited by the Constitution. What was considered by so many people to be a dead issue, however, immediately became very much alive. Leaders of Catholic education in this country presented very convincing arguments as to why their schools should also receive a part of any federal funds that might be given to education. It was soon apparent that any plan calling for federal aid to education to public schools could not be enacted into law without also considering the needs of the church supported schools.

Leaders of Catholic education made it very clear that they too had some pressing financial problems in supporting schools that call for federal aid for their schools as well as for the public schools. Catholic schools now take care of the education of about 12 per cent of our children. In addition about 5 million Catholic youth are now attending public schools and church authorities would like to have them attend church schools if they could only find a way to finance their education. In most of the large cities Catholic educational groups have been forced to borrow large sums of money to provide needed buildings for their schools, and they could say with all honesty that they had needs every bit as great as those of the public schools. If Catholic educators were to lend their influence to a proposal of federal aid to public elementary and secondary education they would have to at least have their needs studied by the federal government to see if they too should not be granted some measure of federal aid.

A second stumbling block to federal aid to education came from the South. Even with the 1954 decision of the Supreme Court abolishing segregation in the schools, many southern com-

munities have provided only token desegregation of their schools. In some areas no real progress has been made toward desegregation. Southern leaders realized that any plan of federal aid to education would at least reopen the problem of complete desegregation of schools before the states of the South could receive these funds. This proposal presented a dilemma to the South, namely, they must either take federal aid with its directive to desegregate their schools or have no federal aid and continue to finance their schools as they are at this time. The Southern leaders appear to have decided to wait until such a time that they might be able to get federal aid without the restrictions that would be demanded at the present.

The roadblocks that were placed in the way of federal aid to public elementary and secondary education by both the Catholic school leaders and the Southern political leaders have effectively stopped any serious consideration of plans to give federal aid to the public schools. All that Congress was willing to do was to continue the National Defense Education Act to promote the teaching of science, mathematics and foreign languages, and to provide federal funds to aid public schools in those areas where federal installations (military camps, missile bases, and other federal activities) have greatly increased the number of children in the public schools. Congress was willing to pass these measures because they did not force the Congressmen to face the larger problem of federal aid to all public schools.

This year the high schools are debating on the general problem of **WHAT SHOULD BE THE ROLE OF THE FEDERAL GOVERNMENT IN EDUCATION?** Three specific subjects dealing with this general problem have been selected as the possible final debate question for the entire school year. A selection of the final debate question will be made late in December from the following three topics:

RESOLVED: That the Federal Government Should Provide Additional Aid for Public School Facilities.

RESOLVED: That the Federal Government Should Guarantee an Opportunity for Higher Education to Qualified High School Graduates.

RESOLVED: That the Federal Government Should Equalize Educational Opportunity by Means of Grants to the States for Public Elementary and Secondary Education.

Since events of the last six months have made the two topics dealing with federal aid to public schools rather difficult to debate, the third subject dealing with the proposal to have the federal government guarantee an opportunity for higher education to qualified high school graduates becomes a very lively topic for discussion. In order to give the debaters an idea of the possibilities of this specific topic we are including a set of definitions of the terms of this debate topic.

RESOLVED: That the Federal Government Should Guarantee an Opportunity for Higher Education to Qualified High School Graduates.

"THE FEDERAL GOVERNMENT": By the term "the Federal Government" we mean the government of the United States acting through its legally elected representatives in Congress. The Congress has the power to guarantee an opportunity for higher education to qualified high school graduates if it cares to do so. It is really a matter of Congress wishing to exercise this power and not one of its right to do so that we are debating.

The federal government has already established a precedent for providing opportunities for young people to attend college and universities in the G.I. Bill following World War II. This proposal could be designed to work like the G.I. Bill if it is adopted.

"SHOULD": The term "should" implies that the affirmative must advocate the adoption of a policy of having the federal government guarantee an opportunity for higher education for qualified high school graduates. The affirmative must show that the adoption of this policy at this time is either desirable or necessary or both. It is not necessary to prove that this policy *will* actually be adopted. If the affirmative can prove that it *should* be adopted they will establish the case assigned to them.

"GUARANTEE AN OPPORTUNITY": The term "guarantee an opportunity" means to warrant the existence of circumstances which will make certain action possible. In this particular case the federal government will make it possible for qualified high school graduates to have a chance to receive a higher education. First it must be remembered that this will apply only to high school graduates who meet certain established qualifications. In the second place it must be

understood that this guarantee goes no further than providing the opportunity to go to college.

If the opportunity to attend college is guaranteed, this action might mean that money will be provided to those young people who can demonstrate that their parents cannot afford to send them to college. Children of wealthy parents might be denied federal help since the financial ability of their parents to send them to college could be construed as meaning that they already have an opportunity for higher education.

The guarantee of an opportunity for higher education might even be interpreted as meaning that the federal government would provide the youth of our country with loans large enough for them to complete their college education. If such loans are made available to everyone who qualifies they would be guaranteeing an opportunity to qualified high school graduates for higher education.

"HIGHER EDUCATION": By the term "higher education" we mean education and training that is beyond the high school level. Persons who have completed high school are ready for higher education, provided of course that their attainments in high school show promise of success in college and university. In this debate higher education will probably be defined as the four years of study that is now included in the typical college or university curriculum. It is also possible to include additional years of study leading to the master's and doctor's degrees within this term.

"QUALIFIED HIGH SCHOOL GRADUATES": It is easy to define parts of this term. The words "high school graduates" can scarcely be misunderstood. It refers to all individuals who have completed the work necessary to be given a high school diploma. In most states this means a total of 12 years of education with the high school consisting of the last 4 years. Many people assume that in this country almost every child will receive a high school diploma. This is really not true. In 1950 only 33.3 per cent of the people in this country over 25 years of age had attended high school for at least 4 years. The percentage is higher today, but even now not all of our youth continue in school until completing high school.

The term "qualified" will cause us some important arguments in this debate. This term implies that the federal government will guaran-

tee an opportunity for higher education to every high school graduate who meets the standards established. These standards that will be established will be the conditions essential to qualify for the aid. This term must be an arbitrary decision. High school graduates might qualify if they rank in the upper half of their graduating class. They might qualify for federal aid if they are in the upper three fourths of their graduating class. They might qualify if they receive a certain score on a test. Since we must determine just what is meant by this term one word of advice may be in order. The affirmative are bound by the spirit of this debate question to make their proposal available to a substantial number of high school graduates.

WHERE WE STAND REGARDING FEDERAL AID TO EDUCATION

The Task Force Committee on Education appointed by President Kennedy even before he took office made a proposal for federal aid to education that surpassed anything that had ever been made before. This committee recommended that more than \$9.3 billion in grants and loans should be made during the next four and a half years to public schools and to public and private colleges and universities. Of this sum \$5.8 billion was to be in grants to the states for school construction, raising teachers' salaries, or "other purposes related to the improvement of education." The 1961 session of Congress has ended and little was done to provide any form of federal aid to either the public elementary and secondary schools or for higher education. Until such time that we are able to find a solution to the problems of satisfying church school leaders if aid is given to public schools, and the opposition of the South to federal aid if it will require desegregation of their public schools, the chances for legislation providing federal aid to public schools are indeed remote.

There is one area of American education where it still appears possible to secure federal aid and that is to colleges and universities. A combination of factors makes it appear as if it will not be difficult to work out an acceptable system of federal aid to higher education. Among these factors are the following:

- (1) For the most part public elementary and secondary schools are located in the communities where the pupils live. As the population has in-

creased local communities were able to count their students and year by year they have erected school buildings to meet their needs. The need for elementary school buildings has practically been met and can be met in the future because we can expect no more than a 16.4 per cent increase in elementary school enrollments by 1970. At the high school level the increase will be about 39.6 per cent by 1970. Although local school districts and state governments have been hard put to pay the costs of public education, they have met this problem in the past and probably can continue to do so even though the task will be extremely difficult.

(2) The great increase in the number of college and university students will come during the next decade. By 1970 we will have an increase of 61.9 per cent in the number of college students. Total enrollment in American colleges will jump from 3,980,000 in 1960-61 to an estimated 6,443,000 by 1970. Since the colleges that most students attend are located away from their homes it is necessary for colleges to provide not only classrooms, but they must also make provision for living quarters for students. The cost of providing all of the educational facilities needed by colleges will be so great by 1970 that thousands of students may be denied an opportunity to go to college if federal aid is not granted to colleges and universities. The need of our colleges for federal aid will be so great, and the publicity attending the inability of high school graduates to gain entrance to college will be so widespread that some form of federal action may be demanded by the people.

(3) In addition to a lack of facilities for all of the students who will want to go to college the cost of a college education may get so high that many families will not be able to send their children to college. During the last ten years the cost of a college education has risen much faster than other costs in this country. From 1952 to 1960 the Labor Department's Cost-of-Living Index rose by 11.5 per cent. During this same period resident tuition and fees in major public universities increased more than 71 per cent and board and room rose 27 per cent. Increases in the cost of attending private colleges have been even steeper than those in public colleges.

One large private college has predicted that it will be forced to make a tuition charge of \$2,000 per year before 1970. When other costs of going

to college such as books, board and room, and other living expenses are considered it becomes apparent that a large percentage of our families will not be able to pay such charges. The very cost of going to college will cause the people to demand some form of federal aid to college students.

(4) Proposals for federal aid to higher education will not run into the snags that halted federal aid to public elementary and secondary schools. In the first place we have an already established pattern for giving aid to higher education in the G.I. Bill of Rights that was used after World War II and the Korean Conflict. Military personnel returning from these conflicts were granted government subsidies as individuals and they could use this money to attend the college of their choice. Since about half of the available spaces in American colleges are in privately controlled and church operated colleges these students were allowed to select the college of their choice. This was not considered as being a violation of the Constitution since the money was given to the student, and he then selected his own college and paid the money to the college for services rendered. Under this plan the objection of granting federal funds to a church supported college was circumscribed, and even the problem of forced desegregation that bothers the South was also sidestepped. We have already had a successful system of federal aid to higher education, and it has been accepted by the American people.

In conclusion we might say that while it appears to be evident that any attempt to force federal aid to public elementary and secondary schools is destined to bring on a serious struggle between public school authorities and church school leaders and Southern political leaders, no such fight will develop over a proposal to provide opportunities for higher education for qualified high school graduates. The people who are opposing federal aid to public elementary and secondary schools may all join hands to support federal aid to college students. In addition the demands for space in our colleges will increase with such speed that state governments and private college trustees will just not be able to meet the demands of the people that their children be assured a space in some college. In their frustration they will probably turn to the proposal for federal aid to college students as the only possible solution to the problem.

The following story of the origin, development, and utilization of a school museum (although now a school-community museum, the school phase will be stressed here) was written, at our request, by the inspired teacher responsible for it—who modestly suggested that we omit her name, which, naturally, we could not do. That is a big sentence, but the idea presented is bigger still.

The Lutz Junior Museum was given the 1960 "Action in Education" Citation by Better Homes and Gardens, and was designated the "Outstanding Community Project" by the Manchester Chamber of Commerce in April, 1960, at which time its founder was presented with the "Outstanding Citizen Award."

Museum Visuals Vitalize Teaching

WHAT TEACHER HAS NOT DREAMED of having at her command a collection of realities that children can handle freely to vitalize her teaching? Every subject from the Arts and Sciences to the Social Studies becomes alive when the child's perennial question, "Is it real?" can be answered affirmatively. In an attempt to meet this need what teacher has not returned from her vacation trips with bits of this and samples of that to add to her own embryo museum, resolving to remember just where she put them and to bring them to class at the opportune time? How often they are misplaced, improperly identified or forgotten just when they should be on hand to use! While pondering the universality of this situation the idea occurred to this Art Supervisor, "Why not pool our treasures and circulate them through a school museum?"

A PTA Fine Arts Committee listened attentively to this suggestion and voted to "sponsor a museum" by taxing themselves three cents per child to support it. A letter went into each home in town asking for "articles of artistic and scientific worth, relics and memorabilia of the early history of Manchester for circulation among our schools." A list of items most urgently needed was compiled from a survey conducted among all the teachers in town. It consisted of the following categories, listed in the order of the number of requests for them: Birds, Animals, Holidays, Insects, Colonial America, Transportation, Our Town, Indians, Astronomy, Weather, Dolls, Shells, Marine Life and Local Industries.

The results of this one letter were beyond all expectations. A whole closet of materials from fern fossils to foreign dolls arrived. Although no further direct appeal has been made since then, never a week has passed without some additions to this original collection. Objects as small as an insect embedded in amber to those as large as a mounted seal or great grandmother's linsey-wool-

HAZEL P. LUTZ
Manchester, Connecticut

sey quilt still find a place in some exhibit either by themselves or as an accessory. Practically all of the exhibits, which now number over 2,000, have been donated.

In the weeks following the initial deluge of museum quality materials, a committee of volunteers thanked each donor, sorted, labeled, catalogued and boxed each item, or group of related items, so that it might be easily transported upon request to any classroom in town.

Within five years this fledgling museum outgrew the cupboard, was moved to an area the size of a classroom and then to a space the size of two classrooms. At this point the need for a community museum was everywhere evident. The number of articles too fragile or too valuable for handling grew. Show cases were donated and an ex-



Our new home



A museum without a single "Do Not Touch" sign

hibition corner set up. Classes came to visit. Children clamored to be allowed to come back after school. The project had obviously grown too large to be operated by volunteers alone and financed entirely by the P.T.A.'s limited funds.

A committee of interested citizens, after considerable deliberation, incorporated the museum, solicited funds from service organizations, established membership fees and employed a full-time director. The Board of Education granted the use of a retired school building and the Lutz Junior Museum, originally a school museum, was transformed into a community one.

The School Loan Department was relocated in the basement of this new home where it continues to fulfill its initial purpose, that of providing an abundant source of worthwhile visuals to Manchester's classes. Here new materials are accepted as unrestricted gifts. After being accessioned they are assigned to one of the six departments: History, Industry, Science, Ethnology, Natural History or Fine Arts. The curator of each department sees that the objects are suitably boxed, assigned a number, described in her card file and placed on the shelves of her department in numerical order. New exhibits are given duplicate cards in the master file and tabbed to be included in the next school catalogue to be issued.

A Museum Catalogue listing all available loan exhibits is in the desk of every teacher in town. Supplementary lists are issued from time to time. These are arranged alphabetically under either of two headings: Classroom Exhibits or Display Case Exhibits. Those for class use and handling may be kept for two weeks while those consisting of collections of labeled artifacts on one subject for use in corridor display cases may be kept for one month. The Museum's offerings also appear

in the regular Audio-Visual Catalogue which is in each teacher's possession. In it, movies, tapes, film strips and museum exhibits are integrated and arranged according to curriculum content.

The School Loan Department also maintains an extensive file of mounted pictures, coordinated with the exhibits. These may be borrowed with or without their correlative displays.

Any teacher may have delivered to her school via the Audio-Visual package delivery service the exhibits of her choice by merely filling out the A-V request form and leaving it in her school office. From there it is sent to the Museum for processing.

Each Wednesday morning department curators, expeditors and preparators, all volunteers, converge on the Museum. Exhibits requested are taken from the shelves, charged out by the expeditors in much the same manner as books are charged out in the public library and prepared for delivery. A pick-up slip is also made out at this time to direct the truck driver as to where to pick up used displays.

The returned displays are then charged off and examined for breakage and needed repairs. Those in perfect condition are returned to their places on the shelves. Those disarranged or in need of refurbishing are placed in the workroom where volunteers usually have them mended and back in their places before the day ends. Any extra time on that day is used to prepare new dioramas and exhibits, answer special requests and keep clerical records up to date. The Museum prepared the visuals used in a recent closed circuit TV experiment carried on in the elementary schools. This pointed to the fact that if and when television becomes a daily part of our school program these school loan exhibits will be invaluable.

A list of "Resource People" is now being prepared. It will tell the teacher of people who are willing to accompany the Museum's exhibits to their classrooms. They will interpret these offerings and supplement them with their own personal experiences relative to the area being studied. The "Hawaiian" exhibit will be presented by a man who has lived in Hawaii and the "Manchester's Past" display will be explained by a local historian.

Teachers are always welcome to bring their classes, by appointment, to visit the public display halls on the main floor. Here, in donated display cases, cages, and aquariums renovated by volunteers are exhibited articles too valuable or perishable for transportation to schools—participation

displays, live animals (including a squirrel monkey and a tame blue jay) and a feature exhibit that is changed monthly. Service for the group is provided by the director. After school hours children visiting alone or in small groups garner much leisure learning while hunting for the answers to the current Museum games.

The Museum is governed by a Board of Trustees with the support of the Board of Education, the P.T.A.'s and Service Clubs, among which are the Jaycees who yearly sponsor a commercial circus for its benefit. They employ a full-time director, a part-time secretary, and a custodian. Junior and Adult Memberships are sold and a program of lectures, demonstrations and movies is sponsored for them. Saturday classes in the Natural Sciences and Art are offered for Junior members.

The Lutz Junior Museum League, consisting

of nearly 100 volunteers, not only carries on the School Service Department but much of the other work necessary to keep the Museum functioning. Many of those loyal P.T.A.ers who were instrumental in creating the Museum are still among its faithful workers.

Thanks to the imagination and countless hours of skilled volunteer services every teacher in Manchester from the one in the primary grades who borrows, perhaps, a box containing the hats worn by such community helpers as the fireman, the policeman, the milkman, the meter reader, the bus driver, the nurse and the surgeon, to the High School Art teacher who requests a replica of a piece of sculpture or the reproduction of a famous painting, this Museum's treasures are offered freely so that her lessons may be vital and meaningful. Truly the Lutz Junior Museum is the answer to every creative teacher's dream.

For the past year or two poor sportsmanship in interscholastic athletic relationships has increased greatly—as evidenced by increased unfavorable reflection to it on newspaper editorial and sports pages, in educational magazines, and in the publications of state and other interscholastic associations. This program of common sense cannot be overdone. The following article is from the September, 1961, number of The Oklahoma Teacher.

Sportsmanship in School Athletics

AT THE INSISTENCE of one of the coaches, the basketball official held up play to explain a call just made. Following the explanation, the ill-tempered mentor fired a volley of profane remarks at the official and received a technical foul for his action. With Oscar-winning gestures, the coach ripped off his coat and bellowed, "I'll see you after the game."

The tournament favorite lost in the semifinals, partly because their best boy had fouled out in the third quarter. After the game the boy remarked to the official, "That was the worst officiating I have ever seen." The next night he sat in the stands and heckled the referee throughout the championship game.

Grotesque High had just lost in the district finals. The fans and players, though disappointed, were beginning to accept the defeat as they found their way out of the gymnasium. Suddenly, the Grotesque school superintendent whirled on the officials and remarked, "You took the game away from us." Almost immediately the players, fans, and coach rushed to the scene to aid their

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superintendent. The referees experienced some nervous minutes before they were finally able to leave the building.

Does all this sound familiar? It should because these events took place in Oklahoma's high schools and these are just three of scores of similar cases that occur each year. There is no reason to expect that the quality of sportsmanship exhibited during this year's athletic events will be significantly better.

During the last few years I have worked closely with athletic programs. I have officiated basketball games, have been the fan in the stands, and have coached. I have taught coaches and prospective coaches at both the graduate and undergraduate levels and count among my friends and acquaintances a great many people who work in the athletic field.

These experiences have provided me with an excellent opportunity to observe athletic programs. I am firmly convinced these programs have unique and vital contributions to make. I am equally convinced, however, that we have fallen far short of utilizing athletics as a force for teaching tolerance, fair and honest dealings, and a respect for rules and regulations.

I have seen fans empty the football bleachers to "get" a referee and I have seen fans waiting outside the gymnasium for the official who "took the game away from us." During this last school year one referee was stabbed and, in another situation, a coach tried to keep one of his fans from attacking an official. He himself became the target for the spectator's anger, and his good deed cost him his job.

My purpose here is not to seek protection for game officials. I want to focus attention on something that should be disturbing to anyone concerned with the education of our youth. One can find little argument with the psychological principle that bad responses can be learned as well as good ones. One can learn to cheat or to be honest—to lose control of his emotions or to keep control. I contend that in far too many schools we are teaching the adverse of good sportsmanship.

Who is to blame for our poor showing in this area? Too often the coach is asked to shoulder the blame, but school administrators, teachers, and spectators must also assume a major portion of the credit.

During the past football season I observed a high school principal sitting in the stands with a number of his school patrons. Almost every decision against his team met with his wrath, and he responded with loud booing. Here again, as in the case of Grotesque High, is a school administrator using his influence to promote poor sportsmanship. The school administrator is the school leader and, in the final analysis, is responsible for what transpires at all school functions. It is not surprising to find disturbing conduct at athletic events in a school administered by a man who himself exhibits the worst in sportsmanship.

What about teachers in areas other than physical education? How do they deter the teaching of ethical conduct at interschool contests? Too often the most outspoken critics of school athletics are teachers. Some of these same people however, help to create the environment

they criticize by their own lack of control and demonstrated fair play. I have sat among the teachers and college professors whose actions belied their intelligence. It is embarrassing to me to sit with these educators at sports events and then deliver a Monday lecture to a group of prospective coaches on the merits of fair play.

The most important person in the sportsmanship picture is the coach. There is a saying that players and fans take their cues from the coach. There is a great deal of merit in this. The coach who does not have control of his players, who frequently and openly finds disagreement with the official's decisions, who teaches questionable tactics, and who acts like a yo-yo on the sideline will surely cause conflict.

Last but not least as a contributor to poor conduct are the spectators. Some are uncontrollable even to the best-intentioned school administrators and coaches. It would seem to me that some schools would be better off without certain of their "loyal supporters."

I would not like to create the impression that most of our schools are doing an inadequate job of developing desirable traits of behavior with their athletic programs or that school administrators and coaches in most schools are doing poor jobs. I know of many school people who give much time and attention to this problem and have been highly successful in establishing a wholesome environment — an environment unequalled in the school program for real and lasting character and citizenship training.

During the past few years the Oklahoma High School Athletic Association has done much to improve conduct at athletic contests by utilizing sportsmanship and quality ratings of coaches, school officials, players, fans, and referees. Schools have been placed on probation and faced expulsion from the association for poor conduct. This has done a great deal of good. Today's referee has a much better chance of getting home safely. We still have a long way to go in many schools, however, before we can honestly say we are teaching boys and girls to respect others, to respect the laws of society, to work and play harmoniously with others, and to exhibit at all times the highest standard of moral and ethical conduct.

What about your school? Is your athletic program teaching bad responses or good responses?

Nearly all extracurricular activities, except service groups, are commonly justified on the basis of their direct benefits to the participants: the student council develops leadership; athletics, physical fitness, character; speech club, forensic ability; music club, musicianship. However, there is an increasing interest in school service goals—which benefit the entire school directly and the group's members less directly, "professionally." Although, of course, a service emphasis should not represent a group's entire interest, yet some of it can be easily justified. This is a promising development.

Bonnie Doon Art Club Stresses Service

WHAT IS THE MOST VALUABLE FUNCTION of a high school art club? This, in essence, was the question posed by the members of the Bonnie Doon High School Art Club at its inception three years ago. The answer at which they arrived, after considerable discussion, is one to which they have become steadfastly dedicated—service to the school.

Service is not a traditional *raison d'être* for an art club. Commonly, the purposes of an art club are predicated by the desire to further student proficiency in painting, sketching, modelling, or any one of a multitude of crafts. Meetings are devoted to exercise in such areas, and lead to the development of greater individual skills, without any particular benefit to the group itself or the school at large. Membership usually consists of the better artists in regular art classes and pupils of ability who cannot fit art into their high school program. Instruction occupies a major portion of the club's time; the sponsor is more teacher than anything else.

Many of the members of the first Bonnie Doon Art Club had been familiar with such a program. However, they felt dissatisfied with it for a number of reasons. First, they felt that individual growth was often better achieved on an individual basis. Second, they didn't want their club to restrict itself exclusively to those students who considered themselves "artists." And finally, since Bonnie Doon High School was a brand new school, they felt that the challenge presented by bare walls, empty display cases, and stark classrooms was one too tempting to disregard. Accordingly, they decided to direct their energies toward making their new school more attractive, and by so doing, helping to further general interest in art.

The idea proved to be an attractive one. The principal and staff were happy to see a student group take the lead in attempting to dispel the factory-like atmosphere with which all new large schools are afflicted. The sponsor was happy to

JAMES E. SIMPSON, JR.

*Bonnie Doon Composite High School
Edmonton, Alberta, Canada*

be given a chance to advise, not instruct. Best of all, the students themselves were given a definite purpose, one which could grow with the school.

In the beginning, the chief difficulty lay in setting a basis for their activities that was broad enough to build upon, and still focal enough to profit from their enthusiasm. They soon agreed that some decisions regarding such prosaic matters as membership, meeting dates, officers, and dues would have to be made first if they were to command the respect of other clubs in the school.

The decisions they made were simple ones. Membership was to be determined by interest alone; regular business meetings were to be held once a month, with "work meetings" to be called whenever the need arose; officers were limited to a president, a vice-president, a secretary-treasurer, and a publicity chairman; dues were to be a quarter, an amount they felt would discourage triflers yet give them the wherewithal to purchase supplies. These decisions still form the basis for the club's formal activities.

The only addition has been a short, lucid constitution which was prepared by a three-member committee this past year. This constitution, significantly, was planned and prepared in its entirety by the pupils themselves, a characteristic feature of the club's operation. The sponsor, in spite of the veto powers granted him by the club, is rarely asked to contribute more than advice or the occasional bit of assistance with a paint brush.

With the groundwork laid, the students were anxious to start to work. They have been working ever since, with growing enthusiasm and a steadily-increasing club membership. The scope, vigor, and exuberance of their activities have attracted many students who would normally be reluctant to join an art club, but who have been quick to re-

spond to the vitality of the almost daily work meetings held in the school's art room.

There is never any lack of work. The club members have persuaded, petitioned, and cajoled their way into many areas of school life with a persistence that has won them the profound respect of staff and students alike. They have been unabashedly determined to make Bonnie Doon High School art conscious, and they have been successful to a remarkable degree.

One of their earliest and most effective media has been the school's many display cases. From the beginning, the Art Club has been responsible for supervising these cases; it is a responsibility the members prize highly and discharge effectively. They prepare schedules for the use of the cases, and advise other groups on the composition and design of their displays. As a result, the quality of the displays has improved consistently. By common consent, the most eye-catching, the most bizarre, the most "way-out" are the periodic tours de force of the Art Club itself, such as this year's provocative, flamboyant series on modern art. At Bonnie Doon High School, display cases have become things to inspect and enjoy, not merely repositories of tarnished trophies from obscure athletic combats.

If their displays instruct and dazzle, their posters, banners, and placards have been known to astound, amuse, and perplex by turn. Not content with the usual solemn, wispy announcements of forthcoming debates and spring teas, their advertising employs every dimension, medium and technique not expressly forbidden by school regulations and the fire marshal's code. Strategic misspellings, moving letters, mobiles, grotesque paper sculpture faces; the emphasis is always the same; attention-getting! Their work gets so much attention that their ubiquitous signature, a palette surrounding the words "Art Club", is generally redundant.

Nor are they satisfied with merely getting attention. They get money for their services too. Except in the case of non-profit groups, a small fee is charged for all work done. The Bonnie Doon Art Club would be the first to concede that advertising pays!

They take pleasure in plotting original publicity campaigns, but their enthusiasm for the bold and dramatic reaches its height in two special areas—school dances and the Drama Club's year play. In dance decorations, the emphasis is on sheer spectacle at rock-bottom prices. With a few rolls of building paper, some heavy wire, a bit of paint,

and imagination by the bucket, they regularly transform the school's ultra-functional gymnasium into geographical and botanical realms that would startle Mercator or Burbank. One masquerade last year featured eight twelve-by-six foot harlequin masks in impressionistic colors; another dance set parodies of feudal shields, six feet high, against futuristic paper battlements. The total cost of such illusions rarely exceeds twenty dollars, including the price of de rigueur balloons and streamers.

Flights of fancy are more curtailed within the framework of year play assignments, but the Art Club's stamp is still aggressively evident. Generally, their mandate includes every aspect of the play that is remotely decorative: advertising, sets, costume design, lighting, and the creation of special properties. Such is the confidence of the Drama Club in the work of the Art Club that it is not at all unusual for the sponsor and one or two Art Club members to act as production advisers.

In spite of such major undertakings, club members find plenty of time for what could be called their collective vision. Their bemused sponsor occasionally finds to his amazement that what has begun as a simple business meeting has developed all the aspects of a holy crusade. "The library needs more art books!" "Why don't we have any decent films?" "Have you been in the study hall lately?" "Nobody seems to care what the school looks like!" The reiteration of these and similar indignant outbursts leads to the drafting of many a lofty yet sober resolution. In two areas there is general agreement. The library needs new art books. Such barrenlands as the cafeteria and the study hall need pictures, prints, and murals. Crusades are expensive; the Art Club's is no exception. But, this year their zeal helped them realize over fifty dollars for the purchase of books. They earned this money by making and selling pennants during the football season, and by checking coats at the school's major dances.

Fifty dollars doesn't go very far. Shortage of funds has not deterred the Art Club, however. In cooperation with other city high schools, they have participated in a picture-loan plan which brings the works of local artists into the school. The annual art exhibit of members' works not only provides color in the halls, but sparks many a spirited discussion on the merits of "modern art."

The members like to cause talk. One sure subject for discussion, they feel, will be the large mosaic panel planned for the cafeteria, but postponed this year for lack of funds. Happily, there is all

the time in the world to accomplish such plans. Bonnie Doon High School is a new school, and its Art Club is young and vigorous. Each year, the outgoing executive makes recommendations for the following year, with particular reference to the club's long-range plans. Presently, these plans include the establishment of a print library, the presentation of an art fair, the creation of study groups, and the development of an arts council which would correlate the activities of such areas as dramatics, art, and music.

Some of these plans may never materialize.

Meanwhile, the Bonnie Doon Art Club's crusade shows no signs of slackening. At this moment, some member is concocting a four-dimensional display. Another is considering the possibilities of a poster that speaks. A third is drafting a resolution enjoining the principal to permit ceiling murals in the audio-visual room. Ambitious, original, even slightly mad, the plans of the Bonnie Doon Art Club, present and future, are based on a purpose as clear to its members now as it was in the beginning—"To work for the benefit of the school."

Junior high school interscholastic athletics—"a highly controversial issue concerning which opinions are much more plentiful than facts." The following article—by a competent professional—not only fairly presents both sides of the controversy but, recognizing the extent of junior high interscholastics, presents a set of "guides" for the intelligent and wholesome administering, promoting and conducting of these activities. This is the best article we have read on this subject.

Guides for Conducting Junior High Athletics[☆]

WHETHER OR NOT junior high schools should sponsor interscholastic athletics programs for boys is a highly controversial issue concerning which opinions are much more plentiful than facts.

RECOMMENDATIONS IN NATIONAL REPORTS

During the past decade, three reports of national significance have appeared in which highly-organized programs of interscholastic athletics in junior high schools have been strongly condemned. In 1952 a joint committee of representatives from five major educational organizations (the National Education Association; the National Council of State Consultants in Elementary Education; the Department of Elementary School Principals; the Society of State Directors of Health, Physical Education and Recreation; and the American Association for Health, Physical Education and Recreation) published the following statement concerning interscholastic athletics for children:

Interscholastic competition of a varsity pattern and similarly organized competition under auspices of other community agencies are *definitely disapproved* for children below ninth grade.

* The writer is indebted to the members of the American Association for Health, Physical Education and Recreation subcommittee on interscholastic athletics for junior high school boys, and to Fred V. Hein, Ph.D., American Medical Association, consultant to the subcommittee, for many of the suggestions that appear in this article.

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Two years later the Educational Policies Commission of the National Education Association and the American Association of School Administrators presented the publication, *School Athletics—Problems and Policies*, in which is stated:

No junior high school should have a "school" team that competes with school teams of other junior high schools in organized leagues or tournaments. Varsity-type interscholastics for junior high boys and girls should not be permitted.

Last year, James B. Conant in *Recommendations for Education in the Junior High School Years* wrote:

Interscholastic athletics and marching bands are to be condemned in junior high schools; there is no sound educational reason for them and too often they serve merely as public entertainment.

CURRENT PRACTICES

That there is a discrepancy between the recommended policy presented in these national reports and the practices in junior high schools throughout the United States is clearly indicated in the re-

sults of a questionnaire survey published in the *Bulletin of the National Association of Secondary School Principals* in November, 1958. Responses from 2,329 junior high schools (which enrolled an estimated 90% of the total junior high school population) showed that 85% had programs of interscholastic athletics, and that 78% of the principals favored these programs. Further, in 80% of these schools the policy on interscholastic athletics had not been changed since 1950. In about half of the schools in which the policy on interscholastic athletics had been changed, new programs had been started or existing programs had been expanded.

Recent concern about the lack of physical fitness of American youth, together with the realization that the boys who participate in interscholastic athletics comprise the most physically-fit segment of the school population, furnish additional fuel for controversy. President John F. Kennedy wrote in the December 26, 1960, issue of *Sports Illustrated*:

But the harsh fact of the matter is that there is also an increasingly large number of young Americans who are neglecting their bodies—whose physical fitness is not what it should be—who are getting soft

But the stamina and strength which the defense of liberty requires . . . only come from bodies which have been conditioned by a lifetime of participation in sports and interest in physical activity

ARGUMENTS PRO AND CON

Because the practice of sponsoring interscholastic athletics programs in junior high schools is widespread, those who oppose such programs must necessarily assume the position of attacking the *status quo*, and those who favor such programs, the position of defending current practices. The major arguments advanced by the opponents of interscholastic athletics in junior high schools, together with the rebuttals offered by the proponents of these programs, follow. Unfortunately, the evidence to support or contradict these arguments is both fragmentary and contradictory.

The opponents hold that junior high school boys are growing and developing at an accelerated rate and, consequently, are particularly susceptible to injuries of the bones and the joints. Thus, the opponents contend, the junior high boy should not be subjected to the unusual stresses and strains that are associated with participating in interscholastic athletics, particularly in the body contact

sports of tackle football and ice hockey. The proponents admit that injuries do occur in programs of athletics for this age group, but point out that there is no evidence that boys are injured more frequently or more seriously in well-organized and well-conducted programs of athletics in junior high schools than in such programs in senior high schools. The proponents state that if the schools do not provide opportunities for boys to play under controlled conditions—with adequate protective equipment and under the supervision of competent instructors—the boys will play under conditions that are much more dangerous than those in school-sponsored programs.

The opponents point out that junior high boys vary widely in height, weight and physiological maturity and contend that participation in body contact sports exposes the boys to undue dangers unless the boys are matched on an equitable basis; a circumstance that is not likely to occur in most interscholastic athletics programs. The proponents reply that the boys who succeed in athletics and thus comprise the varsity teams are boys who—in terms of height, weight and (or) physiological maturity—are advanced for their ages, which advancement insures them some degree of protection from injury.

The opponents state that because the single stethoscopic examination to which athletes are usually subjected is not infallible in determining whether the heart is "normal," the strenuous exercise that accompanies participation in interscholastic athletics may have a deleterious effect on the heart of the rapidly-growing boy of junior high school age. In rebuttal, the proponents point out that most medical authorities agree that the normal heart cannot be injured by exercise; and that in well-organized and well-administered programs of athletics, arrangements are made for adequate medical examinations for the athletes.

The opponents suggest that the excessive expenditure of energy which is required of participants in interscholastic athletics may interfere with the normal growth pattern of junior high school athletes, particularly with reference to height. The proponents reply that the deviation from normal that in some studies has appeared in the growth patterns of junior high athletes is probably an indication that these boys are, in respect to growth and maturity, advanced for their ages.

The proponents hold that because high-pressure competition often is accompanied by strong emotional reactions, such competition may adversely affect the emotional and social develop-

ment of junior high school boys. The proponents point out that youngsters who participate in athletics programs gain confidence in themselves and obtain added recognition from their peers. Thus, the proponents contend, participation in well-conducted programs of junior high athletics fosters emotional control and desirable social development in the participants.

The opponents contend that in the junior high schools that sponsor interscholastic athletics programs, a relatively few boys are allowed to monopolize the school personnel, the time, and the available facilities. As a result, the opponents state, the physical education and intramural programs which should serve all the students are neglected. The proponents agree that in many schools the physical education and intramural programs are inadequate. However, they suggest that these inadequacies should be remedied by providing personnel and facilities sufficient to meet the needs of all the students rather than by removing interscholastic athletics from the school scene, which happening would only serve to reduce further the number of participants in games and sports.

The opponents hold that the practice sessions, the pep meetings and the games involved in interscholastic athletics programs are often allowed to disrupt the educational program of the school and to require too much of the time of both participants and spectators. The proponents reply that this is an administrative problem that can readily be solved by proper administrative policies and controls.

Finally, the opponents argue that junior high school boys who participate in interscholastic athletics are forced to specialize in one or two team sports in which they probably will be unable to participate as adults; and that their time could most profitably be spent in exploring a wide variety of activities. In rebuttal, the proponents argue that lasting interests, deep appreciations, and favorable attitudes—together with the habits associated with self-discipline—are developed through intensive efforts rather than through superficial exploration.

POINTS OF AGREEMENT

Although the opponents and the proponents of interscholastic athletics for boys in junior high schools argue spiritedly over the points listed above, they are in general agreement on four basic points.

First, they agree that the physical fitness of American youth is endangered by the sedentary

way of life associated with our highly-mechanized society; and that to avert this danger the schools must *increase* the opportunities for participation in vigorous physical activities.

Second, they agree that *all* youngsters can profit—educationally, as well as physically—from participation in competitive athletic activities appropriate to their age group.

Third, they agree that if the schools are to provide opportunities for all youngsters to profit from participation in athletic activities of a competitive nature, the schools must provide adequate programs of required physical education, intramurals, and recreational activities of a physical nature.

Fourth, they agree that the competitive athletics programs in the schools should be carefully supervised and controlled by professionally-trained personnel in such a way that safe, educational experiences are provided for all participants.

GUIDES FOR CONDUCTING PROGRAMS OF ATHLETIC ACTIVITIES

In view of (1) the discrepancy between the recommended policy on interscholastic athletics in junior high schools and the current practices in the schools, (2) the widespread concern over the low level of the physical fitness of American youth, (3) the fragmentary and conflicting evidence to support the arguments advanced by the opponents and the proponents of interscholastic athletics in junior high schools, and (4) the points on which these opponents and proponents agree, the most feasible approach to the solution of the problems associated with junior high school athletics appears to be through the *application of proper administrative controls* rather than through attempts to *prohibit* such programs. To this end, the principles that follow are proposed to serve as guides for administering, supervising and conducting athletics programs for junior high school boys.

In planning a program of physical education and athletics, the *first* duty of the junior high school is to provide opportunities for *all* students to participate. Because of limitations in facilities, equipment, and professional personnel, these opportunities can best be provided in most junior high schools through:

- a. A daily period of physical education that is required for *all* students and in which instruction and guided practice are provided in a variety of physical activities that are

suited to the nature and needs of the junior high school student.

- b. A well-organized and well-conducted program of intramural competition in which opportunities are provided for *all* students to utilize the knowledge and skills acquired in the required physical education program.
- c. A physical recreation program in which *all* students are provided opportunities to participate *informally* in a variety of vigorous activities

For the junior high school that has sufficient facilities, equipment, professional personnel, and funds available to provide adequate programs of required physical education, intramurals, and physical recreation for *all* students and, *in addition*, can support an interscholastic athletics program that offers the highest type of educational experiences, a *limited* program of interscholastic athletics will provide valuable opportunities for boys with superior athletic ability to fully develop and utilize this talent. Such programs should be conducted in accordance with the controls described below.

The primary purpose of the program should be that of providing *educational* experiences for the participants rather than producing winning teams or providing entertainment for the student body and the patrons of the school. To this end, practices that tend to distort the importance of interscholastic athletics in the school be prohibited. Such practices include the giving of undue publicity to the accomplishments of individual players or of teams; the organization of pep squads, marching bands, and similar groups to stimulate artificial enthusiasm and partisan behavior among spectators; the holding of pregame pep meetings and postgame victory celebrations; and letter-award ceremonies to provide special recognition for individual players or teams.

The practice sessions and the athletic contests should not be allowed to disrupt—directly or indirectly—the academic program of the school. To conserve the time available to the participants for homework, the practice sessions should be relatively short (90 minutes or less). Athletic contests should be held in the afternoon immediately after school hours, rather than at night; and, except on rare occasions, should be held on the last day of the school week.

The highest standards of school citizenship and sportsmanship among both participants and spectators should be maintained at all times.

The interscholastic athletics program should supplement—rather than serve as a substitute for—adequate programs of required physical education, intramurals, and physical recreation for all students. Under no circumstances should the interscholastic athletics program be provided a disproportionate allotment of time, facilities, equipment, or personnel services at the expense of the programs for all boys and girls.

The interscholastic teams should be coached by certified teachers—preferably teachers of physical education with at least a minor in physical education—who are members of the regular staff of the school in which the coaching is done. For these teachers, the coaching assignments should be considered a part of their regular teaching duties and should be taken into account in assessing their total teaching loads.

The interscholastic athletics program should be so conducted that the physical welfare of the participants is protected and fostered. Before being allowed to report for practice for any activity or to participate in any phase of interscholastic athletics, each boy should have a thorough medical examination which includes a careful review of his health history. Subsequent medical examinations should be given as needed. Participants who have been ill or injured should be readmitted to practice sessions or contests only upon the recommendation of a physician. A physician should be present during all interscholastic contests in which injuries are likely to occur. Definite procedures for obtaining without undue delay the services of a physician to care for injuries that may occur during practice sessions should be established. A written policy in which are clearly defined the financial responsibilities for injuries incurred in interscholastic athletics should be formulated and publicized.

Individual participants should be required to complete not less than three weeks of physical conditioning and practice before being allowed to participate in interscholastic contests. For practice sessions and for contests, they should be furnished with complete well-fitted equipment of the highest quality.

The rules, the equipment, and the size of the playing area for each interscholastic activity should be modified in accordance with the capacities and the interests of junior high school boys, as should the length of the playing season and the number of games played each season. No boy should participate in more than one interscholastic contest a week. Certified officials should be en-

gaged to officiate all interscholastic contests. Interscholastic tournaments should be prohibited.

For competition, the participants should be matched in terms of size, ability, and maturity to the degree that they may participate with reasonable safety and satisfaction. Both the examining physician and the coach should be aware of the need to appraise maturity as an important aspect of the matching of participants.

Boxing, as a competitive sport, should be prohibited.

Tackle football, if included in the interscholastic athletics program, must be *rigidly* controlled. The relatively high injury rate associated with the sport makes such control mandatory. The contact aspects of the game, together with the highly-charged emotional atmosphere which often surrounds interscholastic competition, greatly increase the difficulty of maintaining proper control measures. The problem is further intensified in some communities by pressures to use the junior high athletics program as a "feeder" for the high school athletic teams. Unless these factors can be controlled—and the kind of equipment, facilities, health supervision, coaching, and officiating that are essential for the optimum safety of the participants can be provided—tackle football should not be included in the interscholastic athletics program for the junior high school.

The controls described above are essential to a desirable program of interscholastic athletics in the junior high schools. When conditions or pressures prevent strict adherence to these controls, a program of junior high interscholastic athletics should not be initiated or continued.

The Langley High Christmas Project

KAREN NOVAK

Langley High School
Pittsburgh, Pennsylvania

Every year the Student Council of Langley High School sponsors a Christmas Charity Program. This year the members worked harder than ever before; and as a result, the program was the most successful so far. The president of the school sent a letter to the homerooms and the various clubs in our school asking for their monetary sup-

port in aiding needy families at Christmas. This resulted in contributions of \$178.69. Next Student Council members began the many projects they had decided upon for their program.

First, each of the homerooms in the school was given a bushel basket; this basket was to be decorated and filled with canned goods. Prizes were offered to the homerooms with the most cleverly decorated baskets and the most generous supply of food. When all the baskets were collected, the members of Student Council separated the foods and distributed them evenly into forty-one baskets, one for each needy family.

With the money received from the school organizations and Langley P.T.A., the Student Council purchased forty-one turkeys, one for each basket. The baskets were then delivered to the most needy families in the Sheraden, Broadhead, and Esplen districts by members of our Key Club, the Kiwanis-sponsored service organization.

The Council's next project was the collection of gifts for the underprivileged people who would not otherwise have received anything for Christmas. A large aluminum Christmas tree was placed in the main hall of the school. Langley students were asked to bring in gifts, and place them under the Christmas tree. Posters were displayed in the halls of the school which read, "If you want to be happy on Christmas Day, Give Something Away, Give Something Away." Requests for gifts were made over the public address system. When the gifts were received, they were gaily wrapped and tags which stated the type of gift were filled out and placed on each package. The Student Council collected over three hundred gifts for these needy families. These were delivered with the baskets of food.

Combining leisure with good works, the Student Council also sponsored a dance which was entitled the "Tin-Can-Stomp." All students were urged to attend this dance, the admission to which was both unusual and worthwhile. Each person who attended the dance was asked to bring cans of foods or staples whose value amounted to 40 cents, and 10 cents in cash. If those attending did not bring cans, they were charged 75 cents. The money collected was applied on the cost of the turkeys; and the cans of food, nearly six hundred of them, were added to the baskets.

This project of the Student Council not only brought the needy people in the area a Merry Christmas, but also brought the students of Langley well-deserved pleasure.

Home Court an Advantage?

During the past few weeks we have read some interesting articles in regard to the advantages a basketball team has when playing on its home floor.

While we do not think this advantage is as pronounced in the high school game as it is at the college level, it still exists. The college teams are probably more evenly matched and for this reason the "advantage" is more noticeable. In high school the best teams seem to win away from home as well as at home, but the margin of victory is probably less.

Several of the writers who have discussed this home court "advantage" have attempted to inject certain aspects of officiating into this "home court" picture. We do not agree with their thinking along these lines.

A number of writers point out the fact that in most cases more fouls are called on the visiting team than on the home team. They state that this situation occurs because the officials are unconsciously swayed in their judgment by the actions of the highly partisan "home town" crowd and other "home court" conditions. We take issue with this type of thinking. We are of the opinion that these writers refute their conclusions with their own arguments.

If we assume that the home team enjoys an advantage, for many obvious reasons, simply because they are playing on their own court, is it not safe to assume that in most cases where the teams are reasonably well matched that the home team will jump out to a lead and maintain it throughout most of the game? Is it not also true that the team that is behind in the score is more likely to foul as they attempt to get the ball and guard the other team more closely? We believe these things are true. We believe that the actual fact is that in most instances the team that is behind in the score commits more fouls than the team that is ahead, and in most cases when two evenly matched teams are playing the home team is ahead.

We admit that this conclusion is based on opinion and not research and statistics. We also say that the conclusions of the writers mentioned are also based on opinion. (In the articles we have read these statistics were gathered in a small conference of evenly matched teams.) They offer no statistics to show whether the visiting team was ahead or behind in the score in most of these

cases, nor do they offer any facts to show that the visiting teams were penalized for certain acts and the home teams allowed to commit these same acts without being penalized.

It is our opinion that the visiting teams in these cases committed more fouls rather than having more fouls "called" upon them in the cases mentioned. There is an implication in the statement that the officials "called" more fouls on one team than the other that we do not like.

It is our opinion that some people in an attempt to explain away some of the "home court" advantages are blaming a large part of it on that convenient "whipping boy," the official.—Tennessee Secondary School Athletics Association Bulletin, Trenton, Tennessee.

STATEMENT OF THE OWNERSHIP, MANAGEMENT, CIRCULATION, ETC., REQUIRED BY THE ACT OF CONGRESS OF AUGUST 24, 1912, AS AMENDED BY THE ACTS OF MARCH 3, 1933, AND JULY 2, 1946,

of SCHOOL ACTIVITIES MAGAZINE published monthly except June, July, and August at Lawrence, Kansas, for October 1, 1961.

County of Douglas, State of Kansas, ss:

Before me, a Notary Public in and for the State and County aforesaid, personally appeared Harold E. Allen, who having been duly sworn according to law, deposes and says that he is the Business Manager of the School Activities magazine and that the following is, to the best of his knowledge and belief, a true statement of the ownership, management (and if a daily, weekly, semi-weekly, or tri-weekly newspaper the circulation), etc., of the aforesaid publication for the date shown in the above caption, required by the act of August 24, 1912, as amended by the acts of March 3, 1933, and July 2, 1946 (Section 537 Postal Laws and Regulations), to-wit:

1. That the names and addresses of the publisher, editor, associate editor, and business manager are:

Publishers: School Activities Publishing Co., Lawrence, Kansas.

Editor: Harry C. McKown, Gilson, Illinois
Associate Editor: C. R. Van Nice, Des Moines, Iowa
Business Manager: Harold E. Allen

2. That the owner is School Service Co., Inc., 1041 New Hampshire, Lawrence, Kansas.

3. That the known bondholders, mortgagees, and other security holders owning or holding 1% or more of total amount of bonds, mortgages, or other securities are: (if there are none, so state) Harry C. McKown, Gilson, Illinois; C. R. Van Nice, Des Moines, Iowa; Nelson Ives, Topeka, Kansas; Earl Ives, Topeka, Kansas; Harold E. Allen, Lawrence, Kansas; T. H. Reed, Topeka, Kansas; Ray Hanson, Macomb, Illinois; Harold E. Gibson, Normal, Illinois.

4. That the two paragraphs next above giving names of the owners, stockholders, and security holders, if any, contain not only the list of stockholders and security holders as they appear upon the books of the company but also, upon the books as trustee or in any other fiduciary relation, the name of the person or corporation for whom such trustee is acting, is given; also that the said two paragraphs contain statements embracing affiant's full knowledge and belief as to the circumstances and conditions under which stockholders and security holders who do not appear upon the books of the company as trustees, hold stock and securities in a capacity other than that of a bona fide owner; and this affiant has no reason to believe that any other person, associate, or corporation has any interest direct or indirect in the said stock, bonds, or other securities than as so stated by him.

HAROLD ALLEN

Sworn to and subscribed before me this 3rd day of October, 1961.

JOE TRAYLOR, Notary Public

(SEAL)

(My commission expires October 30, 1962)

ASSEMBLY PROGRAMS

AMERICAN LITERATURE ASSEMBLY PROGRAM

This program utilizing selections from modern American literature is both educational and interesting to high school students. The material that can be included in a program of this type is extensive. There are many excellent poems, short stories, prose selections, and dramas that are suitable. The selections in the following plan have been chosen for a modern American literature program because they are especially interesting to most high school students.

The master of ceremonies procedure is followed throughout the assembly. The program begins with a quick survey of American literature and an introduction of the entire program both of which are delivered by the master of ceremonies, a student. He also has the responsibility of introducing the individual parts of the program as their turns come.

Following is a plan for a modern American literature assembly program.

1. Introduction
2. Short story: "To Build a Fire"—Jack London. This story is told by a student who stands beside a screen on which are flashed pictures of the cold Alaskan countryside.
3. Poem: "freddy the rat perishes"—Don Marquis. A student who has good expression and an excellent sense of humor recites this very lighthearted poem before a closed curtain.
4. Drama: "Where the Cross Is Made"—Eugene O'Neill. The cast of this short one-act play is composed of students who enjoy acting. Students also are responsible for the scenery; therefore it will be kept as simple as possible.
5. Poem: "Birches"—Robert Frost. A student recites this poem so that the props on the stage can be removed.
6. Prose: "University Days"—John Thurber. A student tells this selection in a very informal "Perry Como" manner. He sits on a stool and more or less chats with his audience.
7. Poem: "A Fence"—Carl Sandburg. A student recites this poem with a musical background.
8. Conclusion and summary—Master of ceremonies.

The foregoing is just an illustrative plan. There are many ways in which a good assembly program in American literature can be set up.—Ann Mielke, Reno High School, Reno, Nevada.

CIGARETTES AND LUNG CANCER

A recent nationwide survey of high school students by the Gilbert Youth Research Company shows that 31 per cent of those 13-15 years old smoke regularly, and 61 per cent of those 16 years old and older smoke.

Pat McGrady, science editor for the American Cancer Society, recently wrote that prudent parents will not encourage their youngsters to smoke without first having them study "all the evidence pro and con relating to cigarette smoking and its possible link to heart disease and cancer, particularly lung cancer." However, since most of what our young people hear today regarding cigarette smoking comes from the huge volume of cigarette advertising that tends to act as a deterrent influence on press, radio, and television against the spread of information about current medical opinion and the need for careful personal decision about cigarette smoking, it is to their personal welfare and advantage that they learn the FACTS.

The assembly program, sponsored by the Science Club, or other suitable organization, is divided into three main parts. The first part is the introduction (perhaps comically) of some of the common misleading statements of cigarette advertising that so frequently confront young people. This is done by displaying the statements on large posters that are carried slowly across the stage, with short delays between each to allow for proper "digestion." Following this come similar posters which show some of the startling medical facts concerning lung cancer.

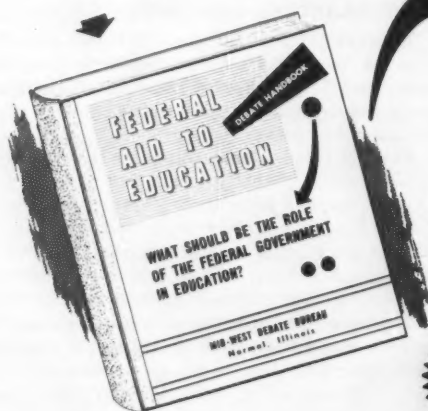
In the second part of the program a competent guest speaker enlightens the students on the facts concerning the relationship of smoking to lung cancer. Although many local doctors might prefer not to do this, in (and near) many communities there are professors of science, laboratory and research technicians, cancer society representatives, and others who will be glad to present this topic, or particular phases of it.

Part III of the program is a 30-minute sound and color film entitled "One in 20,000."*

* American Temperance Association, 6840 Eastern Ave. N.W., Washington 12, D.C.

DEBATE

Materials



THE NATIONAL HIGH SCHOOL DEBATE TOPIC FOR THE
SCHOOL YEAR 1961-1962

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MID-WEST DEBATE BUREAU
NORMAL, ILLINOIS

picture shows the case history of a typical lung cancer patient from probable inception through an actual lung cancer operation and on to a successful recovery. It always has a tremendous impact on the students who view it. Therefore it is an excellent conclusion to this assembly program.—W. Verne Woodbury, E. Otis Vaughn Junior High School, Reno, Nevada.

MUSIC OF OTHER LANDS

A program representing music of other countries and races is interesting because of its variety. And there are literally dozens and dozens of numbers which can be used. In fact, it would be possible to use this theme once a year for several years and not repeat a single composition. Presentation by instrumental and vocal groups of various kinds, individuals, and recordings also provide attractive variety to the program. Even some of the numbers may be made more interesting by appropriate costuming and simple dramatization. However, the main emphasis should be upon the music and neither costuming nor acting should decrease this emphasis. Where songs are sung by the entire school, song books, song sheets, or slides with the

words may be used. The following program is illustrative.

| | |
|---|-------------|
| Negro—"Swing Low Sweet Chariot" | School |
| American—"By the Waters of Minnetonka" | |
| Lieurence | Solo |
| Italian—"O Sole Mio" | Duet |
| German—"Lullaby" | Solo |
| Irish—"Believe Me If All Those Endearing Young Charms" | School |
| Hungarian—"Hungarian Dance— No. 5" | Orchestra |
| Old Welsh—"All Through the Night" | School |
| French—"Berceuse" from Jocelyn | Violin Solo |
| Bohemian and Gypsy—"Songs My Mother Taught Me" | Orchestra |
| Spanish—"Juanita" | Solo |
| Russian—"Song of the Volga Boatmen" | Glee Club |
| Norwegian—"Last Night the Nightingale Woke Me" | Solo |
| Scotch—"Annie Laurie" | School |

CUT AND TORN PAPER DESIGNING

These very pretty activities may be dramatized or demonstrated by arranging a "factory scene" in which a number of boys and girls are

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busily engaged in various projects. At the front, and to one side of the stage, is an exhibition of their work. The foreman busies himself by supervising the work of his employees.

A couple or three visitors, friends of the president of the company, enter, carrying a note requesting the foreman to demonstrate the various activities and methods of the shop. The foreman calls to the front one of his workmen and has him explain and demonstrate his project. He is followed by others, who similarly show what they are making, describe the material, and explain the processes. Although these explanations are ostensibly for the visitors, they are staged for the audience and so must be clearly presented.

Some of the projects manufactured and demonstrated are: flowers, favors, festoons, baskets and boxes, hearts, turkeys and other animals, birds, cardboard furniture, doll and pet houses, holly wreaths, ropes, jumping jacks, skeletons, Mother Goose characters, Hawaiian leis, and a great many types of novelties, "doily" designs, pull-outs, "Christmas Trees," "Jacob's Ladders," etc.

If the audience is small, other types of materials and projects are suitable, such as woollens

and cloth, blocks and block printing, relief maps, clay and wax modeling, soap sculpture, wax and sheet metal work, wood carving, basketry, weaving, pottery, etc.

WHICH DO YOU LIKE THE BETTER?

The members of the audience participate in this program by voting or expressing preference for certain combinations of clothing. Two contrasting costumes are shown and the students are asked to look at them carefully and decide which they like the better, and to think of the reasons for this preference. Various sizes and builds of students may be utilized. For instance, two stout girls may be shown wearing opposite types of dress, one, a straight line dress with panels, made of soft clinging material; the other, a short dress with tucks, belt, pleats, and made of stiff material. The same plan may be used with slender girls. Or, if desired, the slender and the stout girl may appear, first misdressed and later, having exchanged costumes, properly dressed. A speaker explains, after allowing the audience time to think of the reasons, why one costume is more suitable than the other.

The same presentation may be made with

hats, using large, flat, short, tall, and other types and kinds of hats to increase height, lessen height, etc. Coats, gloves, hose, and even shoes may be presented in this type of show.

PANTOMIME AND TABLEAU

The following program, presented at Union High School, Grand Rapids, Michigan, indicates the field and possibilities of pantomime and tableau. The characters were introduced by a Magician, appropriately costumed as an Oriental, standing beside a jar of incense. The curling smoke from the incense gave the setting an air of mystery. The Reader, who read suitable passages from each number presented, was dressed in a "white robe of prophecy," with a stole of richly-hued purple and green. The characters and scenes were as follows:

Scrooge being visited by the Spirit of Christmas
The shipwrecked pirates on Treasure Island
Gulliver being searched by the Lilliputian policemen
Rowena, Elgitha, and the Palmer, when taken to Rowena's room
Puck, Oberon, and Titania, with attendants, when Oberon was waiting for Titania
Sir Galahad on his Quest
Robin Hood, Will Scarlet and Allan-a-Dale the Sheriff of Nottingham
Tom Sawyer in the whitewashing scene
The Pied Piper of Hamelin
Rip Van Winkle and his dog and gun
Ichabod Crane wending his way to school

Other good subjects for pantomime and tableau are:

Hanging of the Picture
Aladdin and his Lamp
Cinderella
Day in an Indian Camp
Solemn Pride
The Christmas Jest
Maud Muller
Seven Ages of Man
Apple-barrel scene on the "Hispaniola"
David Copperfield's visit to his Aunt
Willie and Jane in jam scene from "Seventeen"
Uncle Remus telling a story
Enoch Arden looking in the window
Robinson Crusoe on his Island
The Mad Tea Party, from "Alice in Wonderland"
The Treasure Hunt, from "Treasure Island"

What You May Need

SVE ANNOUNCES HOLIDAY BROCHURE

Society for Visual Education, Inc., Chicago, Illinois, major filmstrip producer, has announced its new 1961 Thanksgiving-Christmas brochure. Many new full-color filmstrip titles are described, in addition to a wide range of holiday 2" x 2" color slides. Among the new titles are: "The Night Before Christmas," "Paddy's Christmas," "Christmas in the Arts," "Bells at Christmas," and "Thanksgiving for King."

Noteworthy among the new releases is a filmstrip with record, "The Story of Handel's Messiah." These reveal the dramatic story of why Handel composed the "Messiah" and why this masterpiece achieved lasting, world-wide acclaim.

The viewer also gets a full insight into the composer's life, while the record accompanying the filmstrip highlights fifteen different selections of the music, including its many great choruses.

The new 2-color, 12-page brochure is illustrated throughout. Free copies are available to teachers and school administrators, as well as church groups. Write SVE, Dept. 61-3, 1345 W. Diversey Parkway, Chicago 14.

PANASCOPIC CHRISTMAS BOOK

A new and unique combination book and Christmas decoration is now being distributed in this country by Stained Glass Color-Art, Inc. Imported from London, its unusual feature is the intricate die-cut design which makes the Bethlehem scene stand up on the page when the book is opened.

Children can see and touch the manger, Mary and Joseph, the wisemen, shepherds and animals. The stable doors open, animals drink from life-like fountains, and caravans gleam with bright color. The Golden Star of Bethlehem rises nearly a foot from the page. An eight-page story is incorporated into the book.

The scene is 18" x 13"—price \$1.75 ppd. Stained Glass Color-Art, P.O. Box 82-N, Waukesha, Wisconsin.

This company also produces imitative "stained glass" designs of Christmas and other subjects. These are lithographed on both sides of a special translucent paper that glows like stained glass when colored with ordinary crayons or marking pens.

The "Manger Scene" kit includes nine designs, one large 34" x 44" pattern, and eight smaller patterns. The price for the kit is \$2.00 prepaid.

News Notes and Comments

Out! Down! Eat Them!

After a visiting assembly speaker (a local architect) called Portland, Oregon, "The ugliest city with the most beautiful setting in the world," and showed slides to contrast the setting with its billboard advertising. The Roosevelt Ranger, of Roosevelt High School, asked the students this question—"If you could do anything at all concerning the billboards what would you do?"

Among the many and varied answers, practically all of them anti, were these:

Eat them

Cut them in half

Make them smaller

Wrap them up as Christmas presents

Completely abolish them

Tear them down

Take them all down except the one on my father's store

Out with them.

Spanish As An Extracurricular Activity

Last year the Cudahy, Wisconsin, public schools began an experiment with Spanish as an extracurricular activity. Five classes were established for pupils in grades five through eight, each group meeting one period per week at 4:00 p.m. An enrollment fee of \$5.00 was charged, thereby enlisting parental support in a monetary as well as in a permissive way.

Although proficiency in speech was not the major purpose of the instruction, the aural-oral, rather than the grammatical, approach was emphasized. Attitudes, understanding, and appreciation of Spanish culture were set as the main goals of the course.

Despite great pupil interest (for example, there were few absences and home assignments were willingly accepted and completed), there were some conflicts with other after-school events and activities. The experiment is continuing throughout the present school year.

Dental Guards in 1962

The National Football Rules Committee at a recent meeting voted to make dental guards a required piece of equipment for all high school players in 1962.

This has been only a recommendation in the past and will continue to be in 1961, but they will be required in 1962. The NSAA strongly recommends that schools not wait until the required time, but use them next fall.

No Cutting Down Nets

The Tennessee Secondary School Athletic Association Board of Control has adopted a regulation prohibiting the cutting down of nets after a basketball game. In tournament play the championship team may obtain the nets by notifying the tournament director. The tournament director will instruct the custodian to remove the nets for presentation to the winning team. Cost of nets will be charged to tournament expenses.

To Give Journalism Awards

American Newspaper Publishers Association will present awards to the best high school and college newspapers and their staffs in the United States and Canada for the first time in 1961. Citations will be made through nationally recognized organizations which have established critical services and award systems for secondary and college level publications.

ANPA is the trade association of daily newspapers in the U.S. and Canada with members having more than 90 per cent of total U.S. daily newspaper circulation and about 65 per cent of Canadian daily circulation.

Administration of the ANPA awards will be through the newly established Newspaper Information Service in the ANPA New York office in cooperation with four high school and college press organizations which are co-sponsors of the awards program.

These organizations are National Scholastic Press Association, University of Minnesota, Minneapolis, Minn.; Columbia Scholastic Press Association, Columbia University, New York City; Quill & Scroll, national honorary society of high school editors, State University of Iowa, Iowa City, Iowa, and Associated Collegiate Press, University of Minnesota, Minneapolis, Minnesota.

ANPA awards will be made to individuals as well as to publications. They will include news writing, feature writing, editorial writing and sports writing, and photography at the high school level.

Ohio University Publications Workshop

Eight well-known professional journalists were members of the staff of the 6th Annual Workshop on High School Publications at Ohio University, June 18-24.

More than 1,400 editors and advisers from 350 high schools in a dozen neighboring states attended this workshop. An interesting and unusual fea-

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ture of "commencement" was the distribution of copies of three newspapers and a yearbook, prepared and produced during the week.

Mr. L. J. Hortin, director of the Ohio University School of Journalism, headed the staff of 50 specialists in the field of high school journalism.

Bigger and Badder than Ever

In the 1951 basketball scandal 33 players from seven colleges were involved in 86 games. So far, the present scandal has involved 36 players from 21 colleges in 44 games.

Must Abide by the Rules

Last April a California athlete was declared ineligible for his high school swimming team because he had participated in an event as a member of an outside team, in violation of California Interscholastic Federation rules.

The student went to court to force the school authorities to reinstate him as a member of the team. And, as in many and many a similar case, the judge ruled against him on the theory, "If you want to swim on the team you must abide by the rules."

South Dakota Activities Association

Last year the South Dakota Association of School Administrators, following a three-year study, voted 178-20 to organize the South Dakota High School Interscholastic Activities Association to organize, promote, and control all types of interscholastics, both competitive and non-competitive. The controlling board of directors is composed of five members who, ultimately, will serve five-year terms.

Safety! Safety!

All but three states were represented in last year's Conference (the second) of the National Student Traffic Safety Program held at Eastern Michigan University, Ypsilanti, in August.

The National Student Safety Association is a student built, operated, and supported organization promoted by the Commission on Safety Education of the National Education Association. At its first conference, held in 1959 at Southwest High School, Kansas City, there were representatives from every state. More than 300 high schools were enrolled the first year.

All Right to Paddle If—

It's all right now for Nashville, Tenn., teachers to paddle recalcitrant students—if they get written permission in advance from parents and the principal. The board of education relaxed the rule which formerly required classroom teachers to turn pupils over to principals for disciplinary measures.

School Activities

How We Do It

ROTARIAN AND LION OF THE MONTH

Once every month at the Hillsboro, Oregon, Union High School, each of the 70 teachers casts a ballot indicating his choice of two seniors to speak at the noon meetings of the local Rotary and Lions clubs. The result of this faculty vote is then posted in the student council room and the council votes on three candidates for the two speaking positions. Each of the two winners is then scheduled to attend one of the club meetings and give a short talk about school happenings.

These talks reflect anything about the school that is thought will be interesting to the adult members of the clubs—curricular and extra-curricular activities, sports, honors, clubs, events, even sample questions from examinations, as well as future games, activities, and projects. These talks are carefully prepared and rehearsed before being given.

A GUIDED TOUR BY THE STUDENT COUNCIL

As an important part of the evening dedication ceremony of the new campus-style (multiple-building) Madeira, Ohio, High School, the student council organized, promoted, and handled the showing of it—"from top to bottom"—to the assembled guests.

In preparation for this event the council selected 50 students and carefully trained these as guides through the use of appropriate mimeographed materials and talks (instructions, explanations, question-answer items, etc.) on equipment and materials and purposes and uses. Following this instruction, the guides were given several sessions of actual practice in their duties.

With such competent guidance their is little wonder that the guests were enthusiastic about their new community property.

PROJECTS FOR NEXT CHRISTMAS

Although it may be a little early to plan for next Christmas, it is not too early to list some of the projects reflected in school newspapers this year which may be planned for next Christmas.

Collecting, repairing, and distributing toys to both local and foreign children or organizations.

Taping and sending school music to foreign countries.

Christmas music to shut-ins, old peoples' homes, hospitals, etc.

Collecting and distributing food, clothing, books. Subscribing to magazines for foreign schools and libraries.

Purchasing books, records, maps, pictures, etc., for foreign distribution.

Collecting clothing, money, and materials for such organizations as CARE.

Home room competitions—decorations, service, contributions.

CHRISTMAS CARD DELIVERY SERVICE

An increasing practice in American schools is the Christmas Card Delivery Service.

In this the student deposits his card or cards (often bought at the school store or from some school organization) in specified "mailing" boxes and pays one cent (or more) for delivery, which is made during some study, home room, or specially designated period.

The main advantages of the plan are that it (1) provides opportunity for expression of appropriate thoughts, (2) eliminates the problems of gift-giving, and (3) provides money for some worthy cause. Generally, this money is sent to some organization or cause outside the school.

A HAT PARADE

"Le Cercle Amical" of St. Dominic Academy, Jersey City, New Jersey, celebrated the feast of Saint Catherine by parading through the halls with original hats on their heads. Student judges awarded prizes to the girls with the most beautiful, funniest, and most original hat.

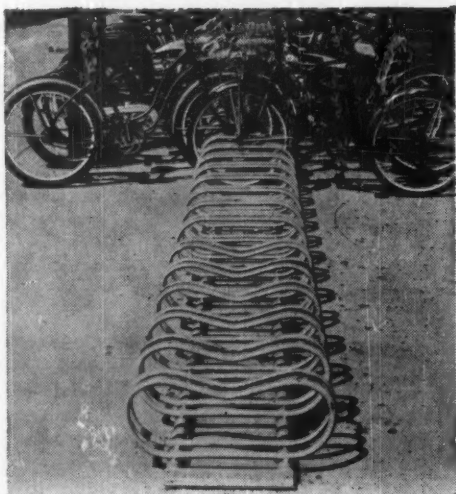
This event is a reflection of the celebration of this day in France, where the unmarried women stroll through the streets with unusual and highly decorated hats in the hope of capturing the attention and heart of some man.

FANTASMA

"Fantasma" is the annual dance sponsored jointly by four Detroit High Schools—Mackensie, Cooley, Cody, and Redford. It has proven to be a very successful cooperative venture.

To begin planning for the dance, which is scheduled for November each year, a Central Committee is formed in June. This committee consists of three representatives from each student council and a member from each of the respective parents' clubs.

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At these early planning sessions the date, place, time, bands, and admission fee are decided. The 1960 dance, for example, was held at the Detroit Light Guard Armory with a capacity of 5,000. It began at 8:30 and ended at midnight. Two bands were present. The admission fee was \$2.50 per couple and semiformal dress was required.

At the weekly fall meetings of the committee specific responsibilities are assigned to each school—decorations, ticket sales, publicity, etc. Each parents' club is also given a job—finances, chaperoning, checkroom, decorations.

Between the weekly meetings the committee members make numerous phone calls, go to display houses, and promote the dance in their respective schools. Each school is allotted a certain number of tickets which the student council members sell in the auditorium ticket booths.

On the day of the dance, many able-bodied students from the four high schools meet at the Armory early in the morning to help set up the decorations.

Two weeks following the dance an evaluation meeting is held to which student council representatives and parents are invited. At this time the event is thoroughly evaluated in terms of organization, place, activities, financing, music, etc. Too,

a decision is reached concerning next year's dance.

This four-school event has not only been valuable in providing a natural social education setting but also has helped to create and maintain cordial relations between the students of the four schools, something apparently not always possible during the football season.—Helen E. McCarthy, Mackensie High School, Detroit, Michigan.

AN APPLE FOR THE TEACHER

Last April our student council decided to schedule and organize a teacher-honoring day at the end of the year, and appointed a committee of 10 members to develop ideas and plans. The date set was Monday, May 29, 1961.

Briefly the main items on the program were as follows:

1. Giving each teacher a big red apple before school opened.
2. Making and posting signs indicating the importance of the day.
3. Advertising the event through home room announcements.
4. Holding a party for the teachers at the close of the day.

Sources of apples were contacted, prices and qualities were compared, the apples were bought, transported to school, and placed in suitable stor-

age. Later, the name of each teacher, administrator, nurse, and custodial staff member was typed on a small white flag which was stuck onto the apple by means of a toothpick. These apples were passed out as planned.

The after-school party proved to be the most involved of the day's activities. A formal written invitation was extended to each teacher, naming his escort, and a corresponding invitation was presented to each student escort. Place cards on the tables ensured that teachers and students were "thoroughly mixed."

Punch and doughnuts for 150 were ordered, served, and speedily cleaned up. The council president made a short address to the teachers and the principal matched it with an address to the students.

The affair went off very smoothly and naturally we faculty honorees were proud of our junior high honorers.—Jean Garrett, Greenview Junior High School, Cleveland 21, Ohio.

CANDY STRIPERS HELP

Candy Stripe Units, composed of ninth grade and senior high school girls, is a teen-age counterpart of the Okmulgee, Oklahoma, Hospital Auxiliary. The purpose of these organizations is to encourage girls to enter health and hospital service careers. The uniform is composed of a striped pinafore and cap (cost, \$6.12), soft soled white shoes, and a white blouse.

NON-DATE JUNIOR HIGH PARTIES

Each year the Roxboro PTA of Cleveland Heights, Ohio, schedules and helps to handle two non-date parties for junior high school students in the school gym. The programs consist of dancing (with a real live dance band), games of skill, and entertainment. These parties are attended by 75 per cent of the student body.

SENSIBLE POLITICAL ADVERTISING

When election time begins to roll around at Roosevelt High School, Portland, Oregon, the "Roosevelt Ranger" publishes an individual photograph of, and a pertinent statement by, each candidate for the important student offices of the school.

THESE GAMES BROUGHT THE SPECTATORS

The Jennings, Georgia, Key Clubbers, recently sponsored two "rousing" basketball games. One was between two Key Club teams dressed as girls and playing under girls' rules. The other was between the faculty team and the Jennings Kiwanis team. Naturally, these two games represented a "lot of basketball" for one evening.

STUDENT COUNCIL PROMOTES SCHOOL PARKING LOT

After two years of hard work the student council of Murphy High School, Mobile, Alabama, raised \$1,600 as its one-half of the amount needed to pave a campus parking lot, thus increasing its accommodations from 40 to 300 cars. This fund was raised by selling various kinds of merchandise and services, and promoting suppers, dances, and other events. The city of Mobile matched the amount raised by the student council.

YEARBOOK STAFF HAS ITS OWN "OFFICE"

The yearbook staff at Neptune, New Jersey, has its own "office" as a working center for its activities. This "home room" is a typical classroom but is equipped with trapezoidal tables which can be moved around easily and combined into various forms to accommodate various groups of the staff. Materials, pictures, paper, and other supplies are safely and conveniently stored in filing cabinets and in the closet.

The "home room" period is one hour in length plus a part of the lunch period. Staff members who do not have another activity scheduled for this period remain in the room and work on the yearbook. The staff of the "Trident" is made up of 17 seniors and 12 students from the other three classes.

KEEP NEW HAMPSHIRE BEAUTIFUL

A student art poster contest is one of the youth projects annually sponsored by New Hampshire Roadside Associates. All students of New Hampshire schools are eligible to submit original designs on the theme of "Keep New Hampshire Beautiful." More than 500 posters were entered in 1960.

SPANISH CLUB ADOPTS ORPHAN

The Spanish Club of Okmulgee, Oklahoma, High School, has adopted a 16-year-old Mexican orphan and pays her expenses, about \$120 a year, in an authorized orphans' home. The girl is well adjusted and doing good work in the seventh grade of her school.

An important means of raising money for this purpose is through an annual bake sale, held downtown. For this the club not only provides baked goods, but also takes orders for later delivery.

A SCIENCE PARK

The pupils and teachers of King's Highway Elementary School, Wagontown, Pennsylvania, initiated their outdoor science laboratory by obtaining permission from the owner to use part of an adjacent wooded area. Later the Science Park Committee of the PTA raised money for the pur-

chasing of this land. Now the Science Park is definitely established as an important part of the school.

Certain responsibilities are assigned to each grade. For example, the first grade plants bulbs; the second cultivates the wild flowers; the third provides ground covers; the fourth plants and cares for shrubs; the fifth promotes the conservation of bird and wild life; and the sixth grade plants and cares for deciduous and evergreen trees.

Parents and townfolk always assist by supplying materials, helping with planting, providing money for incidentals, and serving as experts and resource people. The Pennsylvania Department of Agriculture, the Department of Forests and Waters, and the Fish and Game Commission also assist by providing materials, plans, and advice.

STUDENTS PAINT SCHOOL MURALS

For the past 19 years the seniors of the Billings, Montana, Senior High School have been painting murals on corridor, classroom, and cafeteria walls. There are now 23 of these attractive and unique murals.

Students who are interested submit detailed plans for their proposed murals and these are rated by a competent committee on content, originality, and art appeal. The five rated the highest are then reproduced in colors on paper of the actual size of the final mural.

Although the sizes of these murals vary, most of them are about 6 by 12 feet. The cost of the materials, some \$30 or \$40, is paid out of the school service fund.

INTER-HIGH SCHOOL STUDENT COUNCIL

The Seattle, Washington, Inter-High School Student Council, which was organized in 1935, is composed of four representatives from each of the 10 schools. Each of its standing committees—Law Enforcement, Sportsmanship, Traffic Safety, and Publicity, meets several times a year in the promotion of its particular responsibilities. These regular and called meetings center around talks, reports, discussions, motion pictures, demonstrations, and social activities. The Publicity Committee publishes a bi-weekly Inter-High School Newspaper.

TURNABOUT DAY

In "Turnabout Day" at Cathedral High School, Trenton, New Jersey, the student council president becomes the principal, and other students become teachers, for the day. Each class elects its own teacher from within the group by submitting two names to the council. If any student is chosen by two different classes, she selects one of these and the other goes to the alternate.

Among The Books

FACULTY AND CURRICULAR COVERAGE, by N. S. Patterson and William H. Taft, is a booklet of 20 pages covering the reflection of the administration and faculty and curricular activities in the high school and college yearbook, illustrating with numerous pictures taken from the best of recent books entered in the National School Yearbook Association Competition. The usually neglected area of curricular affairs, interests, and materials is well represented by 13 pages of intriguing illustrations, pertinent text, and a final page of "Do's and Don'ts for Curricular Coverage."

The booklet may be obtained from National School Yearbook Association, Box 597, Columbia, Mo., Price, \$1.20.

Comedy Cues

Misplaced Calorics

Hubby: "Where's all the grocery money going?"

Wifey: "Stand sideways and look in the mirror."

♦♦♦

Take A Hint!

Hope: "This party is very dull. I think I'll leave."

Host: "Yes, do. That'll help some."

♦♦♦

Jest Nuts

A toastmaster at a dinner is the person who gets up to tell you that the best part of the evening is over.

♦♦♦

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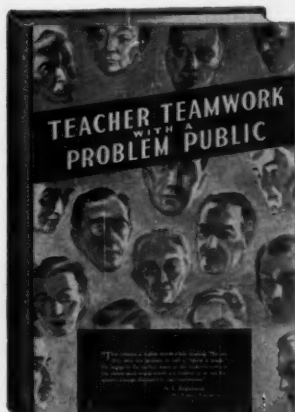
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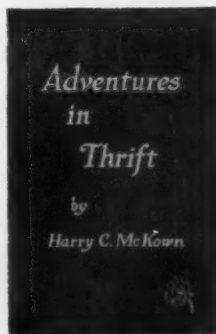
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